

Administration Directions

Read the instructions to the students verbatim. Instructions to you are in regular font. *Do not read them to the students.* The instructions you read aloud to the students are in **bold print**.

Say to the students:

We are going to take an 8-minute math test.

Read the problems carefully and work each problem in the order presented, starting at the first problem on the page and working across the page from left to right. Do not skip around.

If you do not understand how to do a problem, mark it with an X and move on. Once you have tried all of the problems in order, you may go back to the beginning of the worksheet and try to complete the problems you marked.

Although you may show your work and use scratch paper if that is helpful for you in working the problems, you may not use calculators or any other aids.

Keep working until you have completed all of the problems or I tell you to stop.

Do you have any questions?

Answer any questions the students may have, then hand the students their probes, and say:

Here are your tests.

Put your name, your teacher's name, and the date on each page in the space provided, then turn over the test.

Do not turn the test back over or start working until I tell you to begin.

Allow students time to write their information on the probe, then say:

Begin.

If a student asks a question or requests clarification, redirect him or her to the probe and say:

Read the directions again, and work the problem as best you can.

If you still do not understand the problem or are unable to work it, you may move on to the next question.

If you see that a student is skipping ahead without attempting each item, provide the following direction:

Try to work each problem. Do not skip around.

When the 8 minutes have elapsed, say:

Stop and put down your pencil.

If a student(s) continues to work, restate:

Stop working now and put down your pencil.

At this time, collect the probe(s) and proceed to scoring.

Scoring Guidelines

M-COMP uses the same streamlined scoring system used with the AIMSweb Mathematics Concepts and Applications (M-CAP), released in fall 2009. Rather than scoring based on correct digits and partial credit, as in the M-CBM and M-CBM2, M-COMP scoring assigns a point value based on difficulty of 1, 2, or 3 to each item. Within each grade, the point value for a given item remains the same (i.e., if the first item is valued at 1 point on the Fall benchmark, it is valued at 1 point for every other benchmark and progress monitoring probe for that grade). This method minimizes scoring time, maximizes sensitivity to growth, controls for students who skip to the “easiest” items, and ensures the psychometric soundness of the process. Although the total points available vary modestly across grades, within a grade each probe has the exact same total point value. Table 3.1 presents the total point value per probe, per grade.

Table 3.1 Total Point Value by Grade

Grade	Maximum Points
1	48
2	50
3	68
4	73
5	76
6	74
7	70
8	80

How to Score the M-COMP

Each probe file includes an Answer Key. The answers provided on the Keys are the target answers for each item on the probe, along with the point value of that answer. Scoring is a straightforward process: Circle the point value if the student's answer is correct, or circle zero if the answer is incorrect. You then simply add up the value of the correct answers to obtain the total score for the probe. Figure 3.1 presents an example of a scored Answer Key for Grade 4.

Grade 4, Probe 1 Answer Key

Item No.	Answer	Correct	Incorrect	Item No.	Answer	Correct	Incorrect
1.	31	1	0	20.	$\frac{7}{9}$	3	0
2.	4	2	0	21.	11.9	2	0
3.	15	1	0	22.	63	1	0
4.	648	2	0	23.	7	2	0
5.	28	1	0	24.	13	2	0
6.	205	1	0	25.	$\frac{3}{7}$	3	0
7.	393	2	0	26.	342	2	0
8.	64	1	0	27.	2.1	3	0
9.	357	2	0	28.	1014	1	0
10.	18	2	0	29.	1009	2	0
11.	478	1	0	30.	18	3	0
12.	186	2	0	31.	6748	2	0
13.	310	1	0	32.	2.9	3	0
14.	12	1	0	33.	1637	3	0
15.	140	1	0	34.	677	2	0
16.	30	1	0	35.	$\frac{9}{10}$	3	0
17.	9	2	0	36.	7627	2	0
18.	14.3	3	0	37.	$\frac{2}{5}$	3	0
19.	120	1	0	38.	30 r1; 30.25; 30 $\frac{1}{4}$	3	0
Subtotal 1 20				Subtotal 2 13			
				TOTAL = Subtotal 1 + Subtotal 2 33			

Figure 3.1 Scored Answer Key